



Lisa J. Mails Elementary

35185 Briggs Rd. • Murrieta, CA 92563 • (951) 304-1880 • Grades K-5

Josh Fogal, Principal

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<http://www.murrieta.k12.ca.us/Domain/611>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Linda Lunn
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Lisa J. Mails Elementary School serves students in kindergarten through fifth grade. We have a unique focus on arts education and a strong emphasis on academic achievement. Students receive curricula and instruction similar to that found in the other schools in our district. This academic framework is enhanced by the arts focus, which includes music, theater, visual art, and dance as well as integrating the arts to support learning in the regular curriculum. The school focus is also brought to life through arts-related assemblies, field trips, and school-wide events, such as our Student Showcases, Artist-in-Residencies, and our annual Artist Fair.

At Lisa J. Mails Elementary School, we have a mission of HEART: Harmony, Empathy, Achievement, Reflection, and Transformation. This mission is taught to each student and supported through school-wide recognition and daily character development.

Lisa J. Mails has an active parent community. Our PTA is integral to our mission, and parent participation occurs at many levels, supporting academics, our arts focus, and community-building events. We are a school in which, truly, parents and teachers come together to partner on behalf of the students we are serving!

Josh Fogal, Principal

Highlights & Achievements:

- Our school took part in the third year of the California Assessment of Student Performance and Progress (CAASPP) assessments. 66% of students in grades 3 – 5 met or exceeded standards in English Language arts, and 54% of students in grades 3 – 5 met or exceeded standards in Math.
- Lisa J. Mails has earned a positive reputation for challenging and supporting students academically and for enriching students' lives through our focus on the arts. As a school of choice, Mails maintained a strong level of support from families in Murrieta and the surrounding area, as evidenced by our consistent enrollment.
- At Mails, there are numerous opportunities for student enrichment. The students in all grade levels continue to receive instruction in both visual and performing arts. Our School Site Council allocated funds to provide an artist-in-residency program for each grade level. School events are abundant, including a school-wide showcase of student work (both visual and performance), an Artist Fair, Artist-in-Residencies, and arts-related assemblies and field trips. We also have an after-school enrichment program that offers a wide variety of classes run by teachers and parent volunteers.
- Our School Site Council focused resources to provide technology updates throughout the school. The goal was to update and increase classroom computers. Funds were allocated to purchase small sets of mini iPads in K-2 and Chromebooks in 3-5.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	135
Grade 1	137
Grade 2	147
Grade 3	168
Grade 4	154
Grade 5	182
Total Enrollment	923

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	4.9
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.8
White	43
Two or More Races	7.4
Socioeconomically Disadvantaged	26.3
English Learners	7.8
Students with Disabilities	15.1
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lisa J. Mails Elementary	15-16	16-17	17-18
With Full Credential	38	41	41
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Murrieta Valley Unified School District			
With Full Credential	15-16	16-17	17-18
	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lisa J. Mails Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 (Houghton Mifflin) Grades Adopted in 4-5 2006 READ 180 Universal (Houghton Mifflin) Adopted in Grades 4-5 2016 System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 grade 5 (Houghton Mifflin) Adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Lisa J. Mails Elementary School opened in August, 2007 as the eleventh elementary school in the Murrieta Valley Unified School District. The campus has 39 classrooms, a multipurpose room with a kitchen, a computer lab, a library, an outdoor eating area, an amphitheater, administrative offices, a health office, teacher workrooms throughout the campus and two play areas, one for kindergarten students and one designated for students in grades 1-5.

The district's Facilities and Operational Services Departments provide upkeep, maintenance, and cleaning of district schools. Classrooms and restrooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. The district's maintenance staff picks up litter and maintains landscaping using a regular, weekly schedule.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 22, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 22, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	68	55	71	66	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	61	65	61	61	48	48
Math	55	53	46	46	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.8	35.9	19.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	166	161	97.0	55.3
Male	81	77	95.1	61.0
Female	85	84	98.8	50.0
Hispanic or Latino	48	46	95.8	45.7
White	83	82	98.8	61.0
Socioeconomically Disadvantaged	38	36	94.7	38.9
English Learners	13	13	100.0	46.2
Students with Disabilities	27	25	92.6	64.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	509	99.41	65.23
Male	250	248	99.2	64.92
Female	262	261	99.62	65.52
Black or African American	37	37	100	45.95
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	30
Filipino	21	21	100	85.71
Hispanic or Latino	170	170	100	61.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	219	99.1	71.23
Two or More Races	36	36	100	75
Socioeconomically Disadvantaged	131	131	100	50.38
English Learners	54	53	98.15	62.26
Students with Disabilities	100	98	98	30.61
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	508	99.22	53.35
Male	250	247	98.8	57.89
Female	262	261	99.62	49.04
Black or African American	37	37	100	29.73
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	45
Filipino	21	21	100	71.43
Hispanic or Latino	170	170	100	45.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	218	98.64	60.55
Two or More Races	36	36	100	69.44
Socioeconomically Disadvantaged	131	131	100	32.82
English Learners	54	53	98.15	47.17
Students with Disabilities	99	97	97.98	18.56
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a key component of our success at Lisa J. Mails. Parent volunteers are welcomed in the classroom to support teachers and instruction. Many of our parents volunteer once or twice a week to assist the classroom teacher or to lead a small learning group. They can also serve as a room parent or take on a leadership role with our active Parent Teacher Association (PTA), which is responsible for overseeing numerous events and activities that enhance our school culture. These include the Book Fair, the Reflections Visual and Performing Arts Contest, Red Ribbon Week, Family Fun Nights, student assemblies, staff appreciation, and field trips. If you are interested in assisting with our PTA activities, please contact our PTA president, Jen Seneff. Parents are also important members of our School Site Council and provide essential input regarding school improvement goals and budget decisions.

We work hard to involve parents in their child's education. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October. Last year, our school continued to run the Watch DOGS (Dads of Great Students) program to support school safety and promote parent involvement. The Watch DOGS program involves fathers and other adult male relatives who volunteer for one day to help supervise students, provide classroom academic support, and participate in many other activities during the school day. This program has been well-received and has brought a positive male presence to our campus daily.

Lastly, parents are encouraged to attend the many family events and community-building activities that we offer throughout the year, such as the Spring Fling, holiday activities, movie nights, and student Art Showcases. Administration and our PTA invite parents to attend several parent coffees throughout the year. These serve as another means of effective communication between the home and the school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School safety is a top priority at Lisa J. Mails. We ensure student safety through regular campus monitoring by administrators, classified staff, and teachers. Appropriate supervision is provided for students 20 minutes before and after school, as well as throughout the school day. We have a closed campus with one entrance onto school grounds during the school day. We utilize the Raptor Visitor Management System to monitor parent volunteers on campus to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

We adopted a comprehensive School Safety Plan that we regularly review. Key areas of focus included addressing traffic safety and preventing bullying and harassment among students. These goals were developed in response to feedback from parents, student responses on the Healthy Kids Survey, and school-wide discipline and counseling data. The PBIS committee and School Leadership reviews the plan annually and shares key components with faculty at staff meetings. Our staff has begun implementation of Positive Behavioral Intervention and Support (PBIS) which proactively addresses school-wide behavior expectations and creates interventions for students who have additional needs for support.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism or other illegal activities that may occur on campus. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, we conduct evacuation drills regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. Our school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. We use a computerized calling system, Blackboard Connect, to notify all families regarding school safety issues, including immediate emergencies.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.6	1.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	.25
Speech/Language/Hearing Specialist	2.0
Resource Specialist	3.0
Other	

Average Number of Students per Staff Member

Academic Counselor	N/A
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	31	24	1		1	5	5	5			
1	25	26	23			1	6	5	5			
2	30	27	24				5	6	6			
3	27	24	23				6	6	7			
4	28	29	30				5	6	5			
5	29	32	27	1		1	7	5	6			
Other		12			2							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2015 – 2016 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately two and a half days a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and they provide support for military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5878	1017	4861	82219
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-28.1	-0.1
Percent Difference: School Site/ State			-14.4	8.4

* Cells with ♦ do not require data.